

Lesson Plan Template

Lesson Segment Focus: Review

Lesson 6 of 6

Course & topic addressed: Math

Date: 10/29/2018

Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	Help review all the math things e have gone over before
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We will have gone over skip counting, money, time, and adding and subtracting by 100.
Knowledge of students background (personal, cultural, or community assets)	We have covered all of these things in class.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p>AR. Math.Content.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately</p> <p>AR.Math.Content.2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100- 900</p> <p>AR.Math.Content.2.NBT.A.2 • Count within 1000</p> <p>• Skip-count by 5s, 10s, and 100s beginning at zero</p> <p>AR.Math.Content.2.OA.B.2 • Fluently add and subtract within 20 using mental strategies • By the end of Grade 2, know from memory all sums of two one-digit number</p> <p>AR.Math.Content.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>
--	---

--	--

Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I will be saying things to help them remember what we have gone over. We will talk about the factors of 20, 100, and 10. We will talk about skip counting. We will talk about things they do not know. They will be doing a lot of their peers explaining things as we do our review.</p>
---	--

Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Skip counting, Adding, Subtracting.</p>
--	---

Materials

<p>Materials needed by teacher for this lesson.</p>	<p>Smart board. Power point</p>
<p>Materials needed by students for this lesson.</p>	<p>Paper and pencil</p>

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5	<u>Introduction:</u> We will do a quick overview and groups.	We will talk about if any one has a question before we start our game. Then I will put the students into groups. I will most likely leave them at their tables. Only moving them to fill spots that are not there. Tell them if they get the question right they get to pick the next category. After two turns right or wrong it goes to the next group.
30-45	<u>Instruction:</u> Playing the game	We will play the game off the power point that I have made. Each student in their groups will get to talk about the answer. We will talk about the answer. If one team does not get the right answer it will go to the next group to see if they get it. We will do this until they get back to the original group than we will talk about the answer.
5	<u>Closure:</u> Winners	We will talk about the winners

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention?	Some students will get extra time to think about their answer. They will get help on problems if they do not understand.
--	--

IEP/504? LEP/ESL?	
----------------------	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	We will have group discussions, individual discussions, and I will help them when need be.
--	---

Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
--	--

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
---	---------------------------------------

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>